



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Special teachers are appointed for these classes and the work is coördinated with that of the training school. Teachers in the high schools are usually very enthusiastic over these classes, attributing the degree of interest of the student to the fact that there is a motive in their work which is rarely present with the regular high school girl.

Would it not be better for us to throw our energies into this end of the course, to strengthen the girl before she gets into the training school and avoid the discouragement which occurs so frequently when she has to confront the intense practical work, together with the theoretical, right at the very outset? We have been wrong, totally wrong, and we have known it, for we have discussed it over and over again, and yet we have kept on loading the curriculum with no diminution of practical work; with little coördination with other outside educational work; with no system of credits and no recognition of previous educational work; and with many other illusions that have made the school of nursing almost prohibitive to the very women who should be there now.

Should we not at once plan our courses of instruction on a unit basis? The question of giving credit might then very easily be adjusted. We have made some beginning with university affiliations. This may be limited to certain schools and certain people, but with high school affiliation it can be done in every state and in every community where a school of nursing is located.

THEY ARE SELLING BONES FOR FOOD IN ENGLAND

Over in England they are selling bones at the rate of five pounds for one shilling. Policemen regulate long lines of people patiently standing out on the sidewalks, waiting, not for their favorite matinee idol to pass, but for a chance to enter a food shop and buy a small quantity of food. It takes about three minutes for the shop keepers to dress their windows over there, merely because there are, perhaps, but a few cans of condensed milk and a box or two of corned beef to be displayed. Yet over here in America, bones, hay, even fats and precious scraps of meat are going into the garbage pails! Although in many cities there were long lines of people waiting this winter for supplies of coal, there has as yet been no pinched-faced mob pleading for food. True, there are frequently long lines of people on the street, but mostly they are buying tickets to shows! In the busy streets in towns and cities, shop keepers display elaborate arrangements of all kinds of delicacies in their show-case windows. They would scorn a "display" of corned beef and condensed milk!

A country in such straits not only needs help herself, but cannot possibly be expected to contribute to the support of the hundreds of thousands of United States troops now on the other side. The food shortage is real. Save food and "Carry On."